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The inferior manuscripts of the Epidicus, except B, present line 553 thus:

PER. Fabulata's. PH. Mira memoras. PE. Em istuc rectius.

B has the letters *Mul*, with a sign of abbreviation before *hem*. Bothe apud Goetz, *Analecta Plautina*, 105, Note, conjectured that this represented a character-indication which has resulted from the misreading of a vocative. Studemund, *Titi Macci Plauti Fabularum Reliquiae Ambrosianae*, suggested that the lacuna in A might be filled by the name, which is that of the next speaker, thus:

PER. Fabulata's. PHIL. Mira memoras, Periphane.

PER. Em istuc. . . .

There may possibly be other difficult passages in the text of Plautus and Terence which might be satisfactorily emended by one who kept this source of corruption in view. From a consideration of the lines cited, it at least seems quite probable that such confusion between text and character-indication in the work of the dramatic poets did occur at an early period. On the other hand an error which could arise from a misunderstanding of a line as heard from dictation furnishes added weight to the view generally accepted by students of palaeography that manuscripts were reproduced by dictation in the classical period.

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### QUOTIENS REVOCATUM!

Even in jokes there is little new under the sun. The famous fish story of antiquity is revived at least once every year in our daily press. Some marvellous details may be added, but we recognize Polycrates of Samos and his ring none the less.

It is, however, rather amazing to discover a piece of Aristophanic satire in an American novel of 1817. The *Yankee Traveller*, or *The Adventures of Hector Wigler*, is a cross between a satire upon contemporary scholarship, or rather the American Philosophical Society and the politics of the period on the one side, and a romance of roguery on the other<sup>1</sup>.

A member of the American Philosophical Society is thus satirized:

He has accounted for the cause of that wonderful agility in fleas, in five volumes, octavo, in which learned and useful work he has ascertained that the flea will leap five thousand times its length and the ninety-ninth part of a barley-corn over.

Admirers of Aristophanes will remember with a smile a similar satire upon contemporary scholarship or the Athenian Philosophical Society; compare *Clouds* 143 ff. (in Rogers's translation):

'Twas Socrates was asking Chaerephon  
How many feet of its own a flea could jump.  
How did he measure this? Most cleverly.  
He warmed some wax and then he caught the flea

And dipped its feet into the wax he'd melted:  
Then let it cool, and there were Persian slippers!  
These he took off, and so he found the distance.

Did the anonymous author of *The Yankee Traveller* know Aristophanes? Perhaps he did. More likely he knew Samuel Butler's satirical description of the astrologer, William Lilly, and the inaccurate, though slavish, use of this passage from the *Clouds*. This contemporary "philosopher" is also said<sup>2</sup> to have ascertained

How many scores a flea will jump,  
Of his own length from head to rump,  
Which Socrates and Chaerephon  
In vain assayed so long ago.

It is quite possible that the author had no other source for his joke than his native Yankee wit. But even so it is noteworthy that the Attic Salt has lost none of its savor.

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J. O. LOFBERG.

### REVIEWS

Latin Reader. Nature Study and Easy Stories for Sight Reading During the First Year in Latin. By A. B. Reynolds. New York: D. C. Heath and Company (1918). Pp. xxiv + 349. \$1.20.

This is one of the most interesting and suggestive books for First Year Latin that have appeared in recent years. The author is original and courageous, and gives many indications that he is an inspiring teacher—a teacher whose energetic and vigorous methods will produce good results with any book, but most of all with his own. Like all experienced teachers, Mr. Reynolds has learned that 'well begun is half done', and has observed that learners who have a good, inspiring, first year in Latin under a competent, sympathetic, teacher are interested in Latin throughout their student days, and are likely of their own volition to continue their Latin studies to reasonable fruition rather than to faint by the wayside.

The book is based on the reasonable theory that the way to learn to read is to read, and to read something that is interesting to the reader—interesting in its matter rather than in its grammar only. Therefore Mr. Reynolds has introduced ideas and words from writers other than Caesar in addition to the usual words from that author. From the publishers' point of view, the book will be a greater or less success according to the decision of the question whether Caesar is to continue to be the only author read in Second Year Latin. To a mature mind Caesar is one of the most interesting of Latin writers—never more so than since August, 1914. But Caesar is also the grave-yard of Latin pupils. In spite of the Great War, and the wealth of illustrative parallels, but few boys can maintain their interest in Caesar for a whole year; and among girls ninety per cent. never have any genuine interest in Caesar, in spite of their academic docility. So that,

<sup>1</sup>Bradsher, *Some Aspects of the Early American Novel*, *The Texas Review* 3:255.

<sup>2</sup>See *Hudibras*, II, III, 311-314.

sooner or later, (if Latin is to remain), Caesar will have to go as Second Year reading. Pending the accomplishing of this desirable change teachers will recoil from forcing pupils to memorize during the first year words that do not occur in Second Year Latin, and perhaps not in Third or Fourth. Successful First Year books of to-day are successful because they prepare for Caesar only. When the reading selected for Second Year Latin is material that is interesting for its own sake to boys and girls (it need not be literary skim milk, it must not be childish), Caesar will withdraw from his strange, unhappy, and uncongenial position of grammar-master for the young, and will resume his proper dignified place in literature as grim soldier, statesman, and philosopher. Then such a book as Dr. Reynolds's will leap into deserved popularity.

From a purely technical point of view there are too many hints and explanations in the book. They hinder the teacher, because they are just so many more things to be explained to the class. They hinder the pupil, because they distract his attention from the essential facts. Nowhere is the principle 'The half is greater than the whole' more important than in a First Year Latin book. Another similar fault lies in the fact that the author has allowed his natural desire for scientific completeness to lead him to incorporate in the book material wholly useless for a beginner—material in fact that is out of place in any book except a complete reference Grammar for University students. A notable instance of this is the exhaustive information on pronouns and adverbs given on pages 180-183. It is bad for such things to be in a Beginners' book, no matter how plainly the teacher tells the class to ignore them. The fact that they are there, staring the timid learner in the face, discourages him, for he fears that the evil day is merely postponed, that some day he must memorize it all—must swallow the indigestible mass, and is disheartened, sometimes unconsciously, by the prospect.

A splendid feature of the book is its copious hints in connection with Latin-English etymology. This is a field in which the eye of the learner accomplishes more than the voice of the teacher, and the frequent appeal to the eye along this line of progress is most profitable.

The best feature of the book is the reading lessons. These are well calculated to be interesting to boys and girls. They begin with short readings in nature study under such topics as earth, sun, moon, stars, winds, seasons, etc. These are followed by short readings on boyhood life in Roman days, including (in School) colors, measures of time and space, numbers and arithmetic, reading and writing, and (out of School) the house, the home life of a boy, and a visit to the city. Then follows the story of Arminius, a Suebian boy, in which we meet Gauls and Germans.

The lessons are full of stimulating information, and bristling with opportunities for a live teacher to waken the interest and kindle the zeal of his pupils. The book

is well worth a trial in Schools where local private interests do not make it impossible.

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ARTHUR W. HOWES.

Virgil and Isaiah: A Study of the Pollio, with Translations, Notes, and Appendices. By Thomas Fletcher Royds. Oxford: B. H. Blackwell (1918). 5 shillings.

This attractive little volume, by the author of *The Beasts, Birds, and Bees of Virgil*, is a worthy companion to the editions of single books of the *Aeneid* published by the same firm. It is to be hoped that it is an earnest of more contributions of the kind. In his Preface the author expresses his preference for the spelling Virgil, quoting to the confusion of innovators Matthew Arnold's refusal to pass his life in a wilderness of pedantry, in order that posterity may enter into an orthographical Canaan, a remark which sounds as impressive and means as little (especially in this connection) as some of the other utterances of that sapient critic.

Mr. Royds believes that the child of the poem was the unborn offspring of Octavian and Scribonia, and, although that infant turned out to be a girl, and a very naughty one at that, no other conclusion seems tenable in the face of verse 49, *cara deum suboles, magnum Iovis incrementum*. Besides this question, the introductory pages discuss the nature and character of prophecy, the historical background of Vergil and Isaiah, and other interesting and pertinent topics, interspersed with obiter dicta on the stirring events of 1914-1918. Mr. Royds considers Vergil, as well as Isaiah, a true prophet of Christ, not, however, in the sense of the earlier generation of commentators; for he did not foresee the birth of Jesus of Nazareth; still less did he forecast the theology of the Incarnation; but . . . he saw a great light from afar and was glad in it already.

The Latin text is followed by two English versions, one "an almost line for line" translation into smoothly-reading hexameters, and the other a paraphrase into Biblical prose. The text and translation of *Georgics* 1.118-146 and 2.458-end are also given. These selections are all provided with brief explanatory notes at the bottom of the page, one of which enriches our vocabulary with the useful word "antikreophagous".

The Appendices are three in number. The first discusses the textual problem of the last four lines of the *Eclogue*. Since Mr. Royds apparently decides in favor of the manuscript reading, *cui non risere parentes*, one is somewhat puzzled to find in his text *qui non risere parenti*; and the footnote, while it seems to imply that the latter reading is the result of a consultation of Holdsworth's *Remarks on Virgil*, makes no direct mention of a change of opinion. In Appendix B the author discusses the literary sources of the *Eclogue*, finding "very little evidence that Virgil had read the whole Book of Isaiah", but abundant traces of Jewish influence. The striking likeness of 3.787-794 of the